

Evaluating your use of modifications/accommodations and discourse to provide *specially designed instruction* for your students

Evaluating your implementation of *specially designed instruction* includes looking at how you planned and used modifications/accommodations to meet your students’ needs, how you implemented meaningful learning tasks and activities, how you communicated expectations, and how you provided opportunities for students to communicate their understanding of language arts or mathematics.

Use this exercise to evaluate your implementation of *specially designed instruction* by viewing a video of one of your lessons and looking for examples or “evidence” of each of the items on the chart below. List 2 or 3 examples from your video for each item on the chart below and identify where on the continuum your teaching performance would fall. The examples, or “evidence,” should justify your decision. Discuss your lesson plans, your video and your responses with your mentor or content colleague.

Follow this same procedure when you review the video segments to include in your BEST portfolio. The video segments in your BEST portfolio should highlight your best examples of using modifications/accommodations and discourse to promote student learning.

These characteristics reflect a more developed portfolio

These characteristics reflect a less developed portfolio

1. I used modifications/accommodations that were specifically designed to meet students’ specific learning needs and to promote students’ learning of the content.	↔	I used modifications/accommodations that reflected general teaching strategies to address students’ general learning needs.
Examples:		
2. I used teaching strategies and learning activities that provided opportunities for students to demonstrate application of learning and understanding of concepts.	↔	I used teaching strategies and learning activities that focused on isolated skills and/or procedures to complete a task.
Examples:		
3. I communicated and modeled learning expectations for students, and I reinforced appropriate behavior.	↔	I communicated expectations for students to complete assignments, and/or I inconsistently addressed inappropriate behavior.
Examples:		
4. I provided a variety of opportunities for students to demonstrate and explain their understanding of language arts or mathematics.	↔	provided few opportunities for students to communicate their understanding of language arts or mathematics.
Examples:		